

Structural-functional model of ethnocultural training of future educators: Competency-based approach

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Abstract

© 2016 Sakhieva and Fedorova. The relevance of the subject of this article is determined by an incomplete coverage of a vast domain of ethnocultural knowledge in the existing programs of training of the future educators, which allows to comprehend the values, implication and meaning of the legacy of the past and its role in the development of an individual, society and humanity at large. The aim of this article is to develop a structural-functional model of ethnocultural training of the future educators. The leading method of this research is a modeling approach, which considers the ethnocultural training of the future educators as a purposeful and organized process of formation of their ethnocultural competency. The article addresses the nature of ethnocultural competency of an educator, and its component elements (ethnopedagogical, ethnopsychological, multicultural sub-competencies); it develops a structural-functional model of ethnocultural training of the future educators, and proves the efficiency of organizational pedagogical conditions of formation of ethnocultural competency of the future educators. The discovered structural-functional model of ethnocultural training of the future educators, comprised of such component elements as an objective, content, organizational process and result, allows to enhance the process of formation of ethnopedagogical, ethnopsychological and multicultural knowledge and skills of the future educators; to develop the skills of professional and personal self-realisation in a multicultural environment; to generate ethnosensitivity to the country-specific factor. This article's material may be applied in the organization of educational process designed to form an ethnocultural individual in every segment of the educational system.

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Keywords

Competency-based approach, Ethnocultural training, Future educator, Structural-functional model